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COOPERATIVE SUPERVISED JOB TRAINING PROGRAM, THE FINAL REPORT AND EVALUATION.

ILLINOIS STATE BOARD OF VOC. EDUC. AND REHABIL.
SOUTHERN ILLINOIS UNIV., CARBONDALE, SCH. OF TECH

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A 3-YEAR COOPERATIVE SUPERVISED JOB TRAINING PROGRAM WAS INITIATED TO STUDY THE EFFECTS OF SUPERVISED JOB TRAINING ON LOW ACADEMIC ACHIEVERS AND PERSONS WHO HAD DEFINITE NEEDS FOR VOCATIONAL PREPAREDNESS IMMEDIATELY UPON LEAVING SCHOOL. FOUR SCHOOLS FROM THREE SCHOOL DISTRICTS PARTICIPATED IN THE PILOT PROGRAMS -- ROBINSON HIGH SCHOOL, MAINE TOWNSHIP EAST AND WEST HIGH SCHOOLS, AND DRAKE VOCATIONAL GUIDANCE AND EDUCATION CENTER. TABLES SHOW THE PERCENTAGE OF STUDENT DATA SUPPLIED ON PUPIL RECORDS BY EACH COORDINATOR, OBJECTIVE FAMILY STATISTICS, AVERAGE STUDENT DISPERSION, TRENDS IN STUDENT HOURLY WAGES, HOURS WORKED PER WEEK, TRENDS IN WAGES FOR THE FIRST AND SECOND YEARS OF FOLLOWUP, AND EMPLOYMENT FOLLOWUP OF GRADUATES OF THE FOUR PROGRAMS. THE FINDINGS GENERALLY SUPPORTED THE PREMISE THAT THE PROGRAM MEETS THE NEEDS OF SELECTED STUDENTS AND THE NEEDS OF THE COMMUNITY. THE 18 RECOMMENDATIONS FOR IMPROVING THE PROGRAM COVER RECORD KEEPING, SELECTION OF STUDENTS AND COORDINATOR, USE OF INSTRUCTIONAL MATERIALS, AND CORRELATING TECHNIQUES. (SEE VT 000 030 FOR AN INTERIM EVALUATION.) (FA)

B
ED014540

COOPERATIVE SUPERVISED JOB TRAINING

THE FINAL REPORT AND EVALUATION

AUGUST 1966

SCHOOLS PARTICIPATING:
Drake Vocational Center, Chicago
Maine Township East High School
Maine Township West High School
Robinson High School

State of Illinois
BOARD OF VOCATIONAL EDUCATION
AND REHABILITATION
Vocational and Technical Division
Springfield

In Cooperation With
Southern Illinois University
School of Technology

VT000885

C O O P E R A T I V E S U P E R V I S E D J O B T R A I N I N G P R O G R A M

The Final Report and Evaluation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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August 1966

Schools Participating:

Drake Vocational Center, Chicago
Maine Township East High School
Maine Township West High School
Robinson High School

State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
Vocational and Technical Education Division
Springfield

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August 1966

PREFACE

This is a final report on a three-year Cooperative Supervised Job Training Program. This program was initiated to study the effects of supervised job training on low academic achievers and persons who had definite needs for a vocational preparedness immediately after leaving school. Some students included in the program were definitely considered as "potential dropouts," although no reliable measures were used to select the participants on this basis.

This is the second report to be made on this study. "Cooperative Supervised Job Training--An Interim Evaluation Report" is the title of the first report prepared and printed August, 1965. An attempt has been made to keep this, the final report, from duplicating unnecessarily the earlier report. For a much more general approach the "Interim" report should be read.

The major purposes of the final report were (1) to describe the nature of the Cooperative Supervised Job Training Program in the four schools in three school districts, (2) to identify strengths, as well as problems and issues, in the program, (3) to evaluate the purposes and outcomes of the program, and (4) to recommend some principles which should provide guidance for the continuation of this program and for the new programs to be developed later.

The research team and members of the Vocational and Technical Education Division, State of Illinois (p. iii) are responsible for this report. The actual accumulation of data and the preparation of the manuscript was done at Southern Illinois University, Carbondale, Illinois. The research was approved by the School of Technology, Southern Illinois University, where the work was done; Office of Research and Projects at Southern Illinois University; and the Illinois State Board of Vocational Education and Rehabilitation.

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Research Director

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TABLE OF CONTENTS

	Page
State of Illinois Board of Vocational Education and Rehabilitation, Executive and Supervisory Staff.	ii
Vocational and Technical Education Division and Research Team	iii
PREFACE	v
LIST OF TABLES.	viii
LIST OF ILLUSTRATIONS	ix
Chapter	
I. INTRODUCTION	1
Background	1
Basic Purposes	3
Significance of the Study.	3
Limitations.	4
Delimitations.	5
The Methods and Procedures	5
II. A PRESENTATION OF GENERAL DATA	7
III. THE FOLLOW-UP STUDY.	25
IV. GENERALIZATIONS.	
Conclusions	
Recommendations	
Evaluation	
APPENDICES	39
A. Student Dispersion by Years.	41
B. Occupations Held by Cooperative Supervised Job Training Students.	43
C. Data Sheet Number 1.	44
D. Data Sheet Number 2.	45
E. Data Sheet Number 3.	46

LIST OF TABLES

Table		Page
1.	Student Data Supplied by Maine East Coordinator	8
2.	Student Data Supplied by Drake Coordinator	9
3.	Student Data Supplied by Maine West Coordinator	10
4.	Student Data Supplied by Robinson Coordinator	11
5.	Objective Family Statistics	13

LIST OF ILLUSTRATIONS

Figure — Page

1. Average Student Despersion for the Three Consecutive Years 14
2. Robinson Cooperative Program 16
3. Maine East Cooperative Program 17
4. Maine West Cooperative Program 19
5. Drake Cooperative Program 20
6. Trends in Student Hourly Wages 21
7. Trends in Average Hours Worked Per Week 22
8. The Similarity Between Hours Worked Per Week and School Days Absent 23
9. Trends in Average Hourly Salaries for the First and Second Year of Follow-up 25
10. Dollars Per Week Earned by Students After Program Termination 26
11. Employment Follow-up of Robinson Students 28
12. Employment Follow-up of Maine West Students 29
13. Employment Follow-up of Drake Students 30

CHAPTER I

INTRODUCTION

Background

Among the pressures confronting today's youth, those associated with peer acceptance, school success, and vocational adjustment are in need of special attention. In recognition of this, The Trade and Industrial Education Service proposed in 1963 the Cooperative Supervised Job Training Program. The objectives or purposes formulated for this program consisted of two types. The first purpose was to explore possible solutions to the problems of (1) present and potential dropouts, (2) high school graduates who lack occupational skills, and (3) students in the regular high school programs who are classified as low academic achievers. The second purpose was to familiarize students with (1) the types of problems one might encounter in the world of work, (2) the steps one must take in choosing a vocation, (3) the reference sources one may need to consult regarding an occupational problem, and (4) the practice, through projects (general and related instruction) and on the job training, in developing the proper techniques and skills for the correct solution to occupational problems that may arise later in life. Selected schools were then asked to submit plans for pilot programs designed to cope with the problems and probable solutions of the above classes of students.

The Trade and Industrial Education Service established the basic minimum standards for these programs under two separate plans:

Plan No. 1 was intended for those students who have already dropped out of high school prior to graduation and who are unemployed or who may become employed in dead-end jobs due to the lack of saleable skills. Prospective students under this plan may range from 16 to 21 years of age.

Plan No. 2 was intended for those low academic achievers who are still in school. They should have previously been identified by the guidance counselor as potential dropouts or probable graduates who will lack needed skills upon entry into the labor market. Prospective students under this plan must be a minimum of 16 years of age.

Of the selected school districts asked to submit proposals for the reimbursable Cooperative Supervised Job Training Program, three were approved by the State Board for pilot studies. The pilot study was to extend for a period of three years. At the termination of each academic school year an evaluation of the programs was to be conducted by an independent third party mutually agreed upon by the State Department and participating schools. This report constitutes the third-year and final evaluation for the pilot program of the Cooperative Supervised Job Training Program.

The four schools in three school districts that were accepted by the State Board to participate in the reimbursed cooperative pilot programs are as follows:

1. Robinson High School
   Community Unit School District No. 2
   Robinson, Illinois
   Mr. Forest H. Shoulders, Superintendent

2. Maine Township East High School and
3. Maine Township West High School
   Maine Township High School District No. 207
   Park Ridge, Illinois
   Dr. Earle W. Wiltse, Superintendent

4. Drake Vocational Guidance and Education Center
   Board of Education, City of Chicago
   Chicago, Illinois
   Mr. Neal Duncan, Assistant Superintendent

These four schools were selected and limited to program participation under Plan No. 2, as established by the Trade and Industrial Service. Although one of the participating schools (Robinson) accepted fifth-year students, these students were not actually dropouts, but students who lacked in academic hours and had the determination to return the fifth year and graduate from high school. It is significant to note that Drake was the only school in the program working with grade school students, students who had not completed the elementary school curriculum. Enrollees in all programs were high school age-level students 16 years of age or older who were referred to the coordinators by the guidance counselors. Due to a lack of academic achievement, poor attitude, disciplinary action, and other similar school problems, these recommendations were made.

Basic Purposes

The purposes were to continue to study the objectives and goals of the three-district Cooperative Job Training Programs; examine the tentative evaluative reports and the 1965 interim report which have been compiled on the several programs; visit the four locations for a final investigation and an evaluation; study the coordinators' records; and prepare a final report on the three-year activities.

Significance of the Study

One of the objectives of the State Board of Vocational Education and Rehabilitation is to encourage, insofar as possible, new and original vocational programs for students enrolled in the State of Illinois schools. In addition to this objective another purpose is to provide opportunities

for those students who for some reason or other terminate their education prior to graduation. These young people enter the labor market lacking adequate skills and knowledge necessary in order to become competent in the world of work. The Cooperative Supervised Job Training Program was inaugurated as a possible solution to the problem of preparing youth for occupational competency. It was also viewed as a possible aid to retention.

To assess the success and possible value of Cooperative Supervised Job Training for wider adoption is of importance to vocational education. This final report should be of value in suggesting procedures to follow, occupational vestibule jobs available, effects of earning or learning while in school, and the effects of Cooperative Supervised Job Training on school graduates in their job placement after leaving school. This report should also help in the establishment of guides or goals for other developmental vocational programs.

Limitations

The following list of elements limited the interim evaluation report of the Cooperative Supervised Job Training Program, and were also applicable in varying degrees in the evaluation of data for the final report:

1. A majority of student records lacked pertinent student and parental information.
2. No criteria were validated for identifying the "potential dropouts" and "probable graduates."
3. General, not specific, goals were established for the program.

Delimitations

1. There was a fixed number of schools participating in the pilot program. (Four schools were accepted for study.)
2. Placement and follow-up study was possible for only students enrolled in the first two-years of the program.
3. The study was contained within three consecutive school years.
4. The selection of students participating in the pilot program was a delimiting factor.
5. The number of visitations per year to each of the four participating schools was an established delimitation.
6. The time limit was three years.

The Methods and Procedures

The records of students participating in the three-year pilot program were studied and tabulated. This was accomplished by making a collection of all data pertinent to the individual students in the programs. The school administrators, local coordinators, local directors, and area supervisors were contacted and asked to respond to questions which could not be answered by the collection of data already compiled on student information sheets. Guidance counselors in the several schools assisted also in the collection of data.

Conferences and correspondence was scheduled and carried on with the Office of the Board for Vocational Education and Rehabilitation, State of Illinois, as to the nature of reports used. Mr. J. E. Hill, State Director of Vocational and Technical Education, Mr. V. E. Burgener, Chief of Research and Statistics and Mr. Eurus Stoltz, Chief of Trade and Industrial Education, were the main contacts here.

Visitations were made to each of the participating schools by the research team along with state supervisors to determine the general

attitude of the students toward the program. School administrators, faculty members and other personnel were interviewed also. Special class assemblies were arranged in each of the schools by the evaluating teams. During these class assemblies, coop students were asked to express their unbiased personal feelings and attitudes regarding the program. Questions were asked of the students for the interim evaluation report as well as for the final evaluation report. (See the interim report for a list of questions asked during the class assemblies.)

CHAPTER II

A PRESENTATION OF GENERAL DATA

This part of the research deals with a study of data relating to the individual student while participating in the pilot program. The primary purpose here was to determine what difference in outlook and/or trends could be associated with or compared between the four schools and the three academic years involved.

At the outset it was felt that the lack of certain data had handicapped the researchers and that this handicap should be shown. This report as well as "An Interim Evaluation Report"[1] was limited considerably by the data furnished by the coordinators.

Tables No. 1, 2, 3, and 4 on the following pages present in percentages the amount of individual student data recorded on the individual student "information sheets" by the coordinators. These tables reflect an overall image of the pertinent student data that was missing on the forms. A percentage of 100 means that all data on a particular item in a specified year were supplied by the coordinator. The abbreviation N/F (no follow-up) signified that the coordinator had failed to supply usuable follow-up information for statistical purposes. The abbreviation N/A was used to designate "not-applicable" at time of this writing. This was because students enrolled in the 1965-66 program, would not have been engaged in full-time employment. Therefore, follow-up data would not have been available for this report. N/D refers to the fact that "no data" was furnished.

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[1] Ralph O. Gallington, Cooperative Supervised Job Training--Interim Evaluation Report, (State of Illinois: Board of Vocational Education and Rehabilitation, 1965).

TABLE 1

STUDENT DATA SUPPLIED BY MAINE EAST COORDINATOR
(Percentages)

	1963-64	1964-65	1965-66
	Per Cent of Total	Per Cent of Total	Per Cent of Total
Older Siblings	90	81	100*
Younger Siblings	90	81	100*
Parents Living	90	81	100*
Father's Occupation	90	81	100*
Mother's Occupation	90	78	97
Father's Education	90	78	95
Mother's Education	3	3	61
Father's Age	3	3	61
Mother's Age	94	89	95
Student Absences 9th grade	94	78	95
10th grade	94	76	97
11th grade	60	43	67
12th grade	94	81	100*
Extra Activities	94	81	100*
Changed Employment	94	81	97
Title of Job	94	81	97
Type of Work	94	81	97
Prior Work Experience	94	81	100*
Highest Salary Earned	94	81	100*
Weekly Hours	94	81	100*
Weekly Salary	94	81	100*
Number of Jobs	94	81	100*
Continued Work	100*	100*	100*
Program Enrollment	N/F	N/F	N/A
Employment after Program	N/F	N/F	N/A
Hourly Salary	N/F	N/F	N/A
Weekly Hours	N/F	N/F	N/A
Weekly Salary	N/F	N/F	N/A
Highest Employment After Program	N/F	N/F	N/A
Hourly Salary	N/F	N/F	N/A
Weekly Hours	N/F	N/F	N/A
Weekly Wages	100*	100*	100*
Number of Coordinator Visits			

* On this item only we have records on all students participating.

N/F No usuable follow-up data furnished.

N/A Not applicable at the time of this writing.

TABLE 2

STUDENT DATA SUPPLIED BY DRAKE COORDINATOR
(Percentages)

	1963-64	1964-65	1965-66
	Per Cent of Total	Per Cent of Total	Per Cent of Total
Older Siblings	100*	90	100*
Younger Siblings	100*	90	100*
Parents Living	100*	90	100*
Father's Occupation	100*	82	100*
Mother's Occupation	100*	87	100*
Father's Education	80	38	64
Mother's Education	55	46	86
Father's Age	70	41	79
Mother's Age	40	67	93
Student Absences 5th grade	N/D	N/D	N/D
6th grade	N/D	N/D	N/D
7th grade	N/D	N/D	N/D
8th grade	N/D	N/D	N/D
Extra Activities	100*	90	100*
Changed Employment	100*	90	100*
Title of Job	95	87	96
Type of Work	95	87	96
Prior Work Experience	95	90	96
Highest Wage Earned	95	90	96
Weekly Hours	95	90	96
Weekly Salary	95	90	96
Number of Jobs	95	90	96
Continued Work	95	90	96
Program Enrollment	100*	100*	100*
Employment After Program	100*	90	N/A
Hourly Salary	100*	90	N/A
Weekly Hours	100*	90	N/A
Weekly Salary	100*	90	N/A
Highest Employment After Program	100*	90	N/A
Hourly Salary	100*	90	N/A
Weekly Hours	100*	90	N/A
Weekly Salary	100*	90	N/A
Number of Coordinator Visits	100*	100*	100*

* On this item only we have records on all students participating.

N/A Not applicable at the time of this writing.

N/D No data furnished.

TABLE 3

STUDENT DATA SUPPLIED BY MAINE WEST COORDINATOR
(Percentages)

	1963-64	1964-65	1965-66
	Per Cent of Total	Per Cent of Total	Per Cent of Total
Older Siblings	68	64	100*
Younger Siblings	68	64	100*
Parents Living	68	64	100*
Father's Occupation	68	64	100*
Mother's Occupation	68	64	97
Father's Education	62	64	97
Mother's Education	68	64	97
Father's Age	N/D	N/D	81
Mother's Age	N/D	N/D	81
Student Absences 9th grade	68	64	94
10th grade	68	64	94
11th grade	68	64	93
12th grade	63	64	79
Extra Activities	68	64	97
Changed Employment	68	64	97
Title of Job	68	64	97
Type of Work	68	64	97
Prior Work Experience	68	64	97
Highest Salary Earned	68	64	97
Weekly Hours	68	64	97
Weekly Salary	68	64	97
Number of Jobs	68	64	97
Continued Work	68	64	97
Program Enrollments	100*	100*	100*
Employment After Program	71	76	N/A
Hourly Salary	32	45	N/A
Weekly Hours	32	45	N/A
Weekly Salary	32	45	N/A
Highest Employment After Program	68	71	N/A
Hourly Salary	22	36	N/A
Weekly Hours	22	36	N/A
Weekly Salary	32	45	N/A
Number of Coordinator Visits	100*	100*	100*

* On this item only we have records on all students participating.

N/A Not applicable at the time of this writing.

N/D No data furnished.

TABLE 4

STUDENT DATA SUPPLIED BY ROBINSON COORDINATOR
(Percentages)

	1963-64	1964-65	1965-66
	Per Cent of Total	Per Cent of Total	Per Cent of Total
Older Siblings	100*	87	83
Younger Siblings	100*	87	83
Parents Living	100*	87	83
Father's Occupation	100*	87	83
Mother's Occupation	100*	87	83
Father's Education	100*	87	83
Mother's Education	100*	87	83
Father's Age	N/D	30	83
Mother's Age	N/D	30	83
Student Absences 9th grade	93	87	N/D
10th grade	93	87	N/D
11th grade	93	87	N/D
12th grade	100*	87	N/D
13th grade	00	N/D	N/D
Extra Activities	100*	87	100*
Changed Employment	100*	87	83
Title of Job	100*	87	83
Type of Work	100*	87	83
Prior Work Experience	100*	87	83
Highest Salary Earned	100*	87	83
Weekly Hours	100*	87	83
Weekly Salary	100*	87	83
Number of Jobs	100*	87	83
Continued Work	100*	87	83
Program Enrollments	100*	100*	100*
Employment After Program	100*	87	N/A
Hourly Salary	100*	87	N/A
Weekly Hours	100*	87	N/A
Weekly Salary	100*	87	N/A
Highest Employment After Program	100*	83	N/A
Hourly Salary	100*	83	N/A
Weekly Hours	100*	83	N/A
Weekly Salary	100*	83	N/A
Number of Coordinator Visits	100*	100*	100*

* On this item only we have records on all students participating.

N/A Not applicable at the time of this writing.

N/D No data furnished.

Table 5 shows some interesting family characteristics. The youth at Drake had many more handicaps than the youth at the other three schools. Over the three-year period, it will be noted that parental influence was generally lower at Drake. The siblings of youth at Drake outnumbered by two-to-one those youth at the other schools. The full-time employment of parents of students at Drake was very much less than that of parents of children at the other schools. And the educational level of parents of students at Drake was lower. These facts taken into consideration, it is clear that the students at Drake were deprived in many ways. Besides having these many handicaps; the lack of a graduation from grade school was a strong deterring factor in finding employment for them.

Figure 1, "Average Student Dispersion for the Three Consecutive Years," gives an overall image of the program in all four schools involved. This means that an average participating yearly school enrollment would consist of 56 per cent graduates, 3 per cent school transfers, 15 per cent school dropouts, 21 per cent continuing the succeeding year in the program, and 5 per cent of the students transferring to another curriculum in the enrolled school.

The column labeled "Transferred-School" denotes those students who transferred from the enrolled school, and who also re-enrolled in another school. The column labeled "Continuing" on the graph depicts the students who did not graduate and who enrolled in the same program for the following academic year. The last column "Transferred to Another Curriculum" indicates the percentage of students returning to the former or another regular school curriculum after completing a part year, or an academic year, in the pilot program. In no case was a student reinstated in the program after a former withdrawal. The student did,

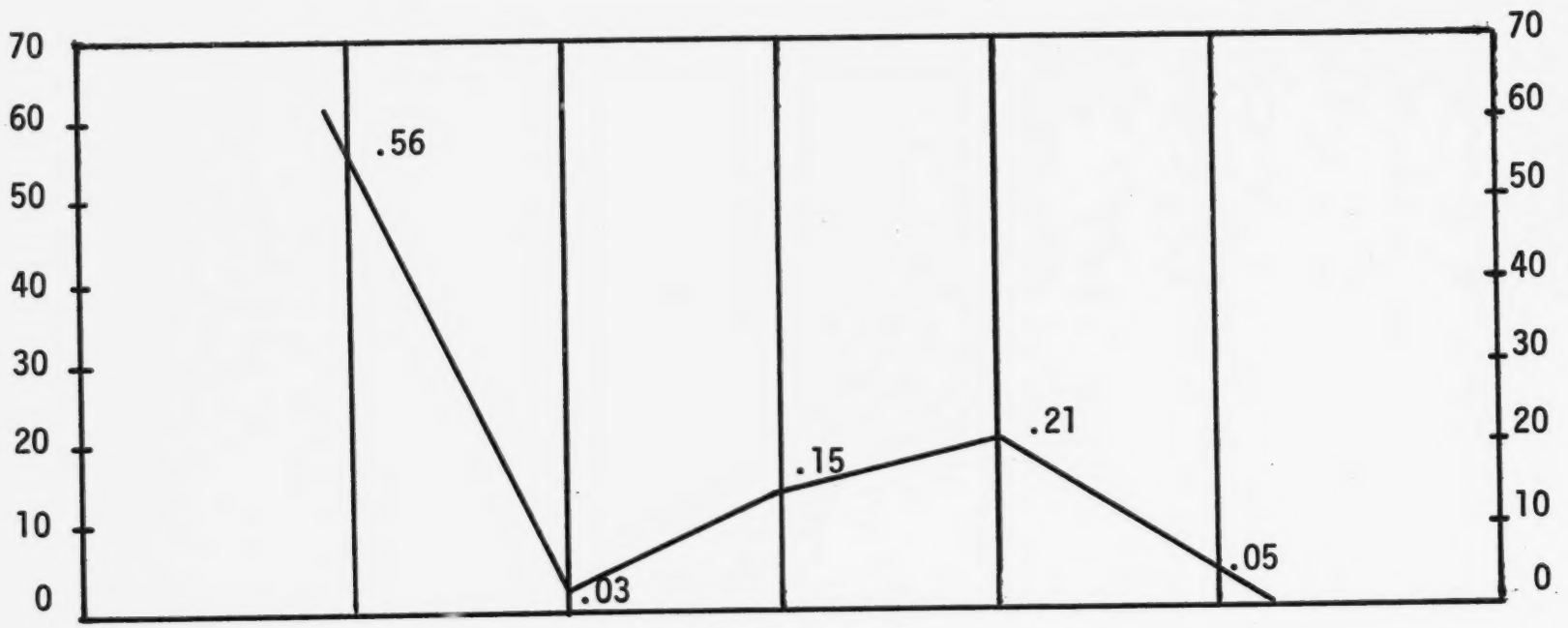
TABLE 5

OBJECTIVE FAMILY STATISTICS

	1963-64				1964-65				1965-66			
	Drake	Rob.	M. W.	M. E.	Drake	Rob.	M. W.	M. E.	Drake	Rob.	M. W.	M. E.
Percentage of students with Parents at Home												
Both Parents	50%	80%	94%	94%	56%	100%	100%	95%	72%	89%	93%	95%
One Parent	40%	13%	6%	6%	33%	00%	00%	5%	28%	11%	7%	5%
Neither Parent	10%	7%	00%	00%	11%	00%	00%	00%	00%	00%	00%	00%
Number of Siblings												
Older Siblings	2.15	1.20	2.00	1.25	1.86	.90	1.09	1.17	3.45	.47	.61	.61
Younger Siblings	2.80	1.80	1.87	.75	3.19	2.35	1.45	1.13	3.04	1.53	1.64	1.42
Average Siblings	4.95	3.00	3.87	2.00	5.05	3.25	2.54	2.30	6.49	2.00	2.25	2.03
Percentage of Parental Employment												
Full-Time Employment	40%	87%	94%	97%	33%	92%	100%	95%	39%	83%	100%	97%
Unemployed and on Relief	30%	00%	00%	00%	27%	00%	00%	00%	18%	6%	00%	00%
Unemployed and no Income	30%	13%	6%	3%	40%	8%	00%	5%	43%	11%	00%	3%
Educational Grade Level of												
Father	8.00	10.53	11.24	11.68	9.43	9.70	10.36	11.40	7.84	9.69	10.47	12.06
Mother	9.82	9.33	10.66	11.86	9.00	10.70	10.36	11.46	8.64	9.40	9.90	11.44

FIGURE 1

AVERAGE STUDENT DISPERSION FOR THE THREE CONSECUTIVE YEARS



however, have the opportunity to be reinstated in the program if he had so desired.

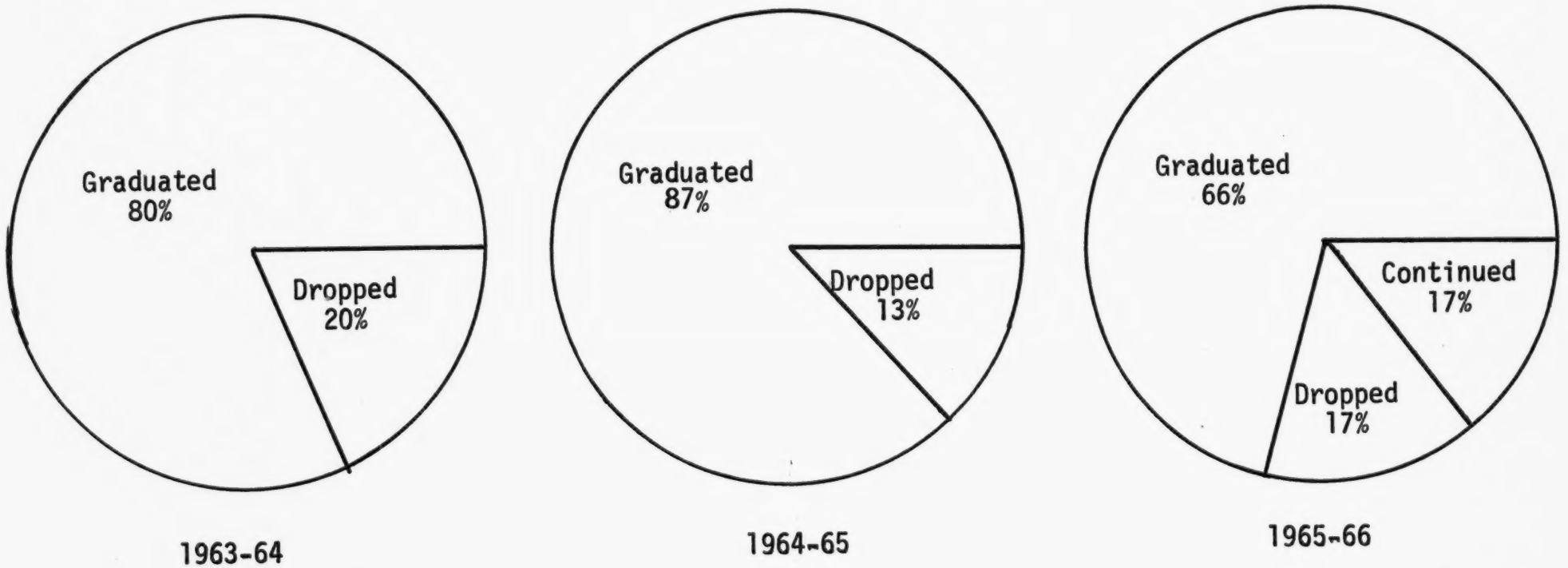
"Graduated" and "Dropped" colums in Figure 1 show the numbers of those terminating the Cooperative Supervised Job Training Program. A follow-up report on the graduates is recorded later in this chapter. The follow-up report on those who dropped out, due to the low number involved, was included with the graduates.

Figures 2, 3, 4, and 5 on the following pages illustrate an individual program comparison of each of the participating schools yearly enrollments. See Appendix A for the exact number of students enrolled. The percentages of students graduating from the Robinson program remained constant for the first two years of the program and dropped the third year because of the large number of juniors enrolled in the program. This also accounts for the fact that 17 per cent of the students continued from the 1965-66 to the 1966-67 academic school year. There was no significant trend set by those students who dropped (See Figure 2) from the program.

The percentage of graduates for Maine East increased steadily for each of the three academic years, and the number of students who dropped from the program and school decreased. Maine East had a large number of students continue from the scholastic year 1963-64 to the scholastic year 1964-65. Again this was due to the large number of juniors enrolled. The number of students that made curricular changes remained constant for the first two years at Maine East. The percentage dropped a few points (See Figure 3) the third year.

FIGURE 2

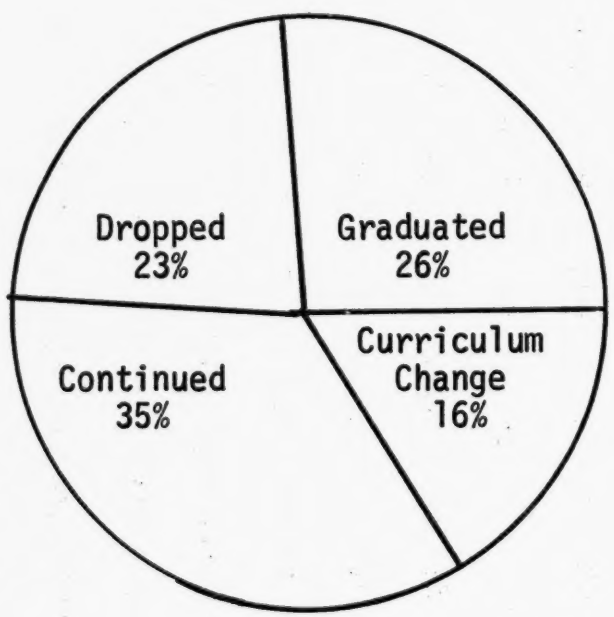
ROBINSON COOPERATIVE PROGRAM



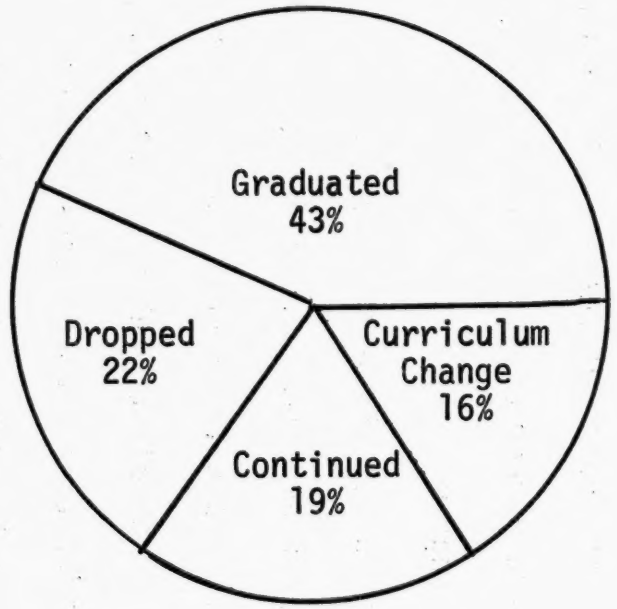
1963-64 1964-65 1965-66

FIGURE 3

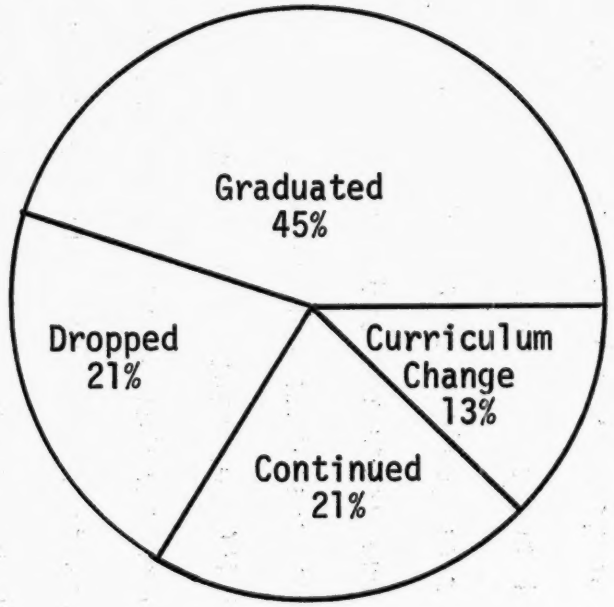
MAINE EAST COOPERATIVE PROGRAM



1963-64



1964-65



1965-66

The Maine West program enrollments (Figure 4) changed from year to year with no apparent trends. However, a definite relationship did exist between the number of juniors enrolled in the program, and the percentage of students who graduated and continued.

The percentage of graduates decreased steadily in the Drake Program, from a high of 100 per cent to a low of 57 per cent. This probably was due to a more careful selection of students the first year that the program was in operation. The percentage of dropouts increased slightly from the second to the third year of the program. The number of students continuing decreased. No apparent explanation can be given for the high number of school transfers (See Figure 5) for the third year of the program.

The primary reason for the high percentage of graduates during the first year of the program seemed to be due to a more careful selection of students at both Drake Vocational and Robinson. The first year of the program these two schools probably selected more carefully students who could benefit to a higher degree from a program of this nature. In the following two years the students referred to the program were selected somewhat similarly but they presented more and varied problems, family conflicts, truency, and the like.

Although the individual school total enrollments changed in number each year, the total percentage of students that continued, graduated, dropped, and transferred to another curriculum, remained constant (within a few percentage points) during the three-year interval. It may also be noted that a close relationship did exist between the percentage of students graduating and continuing in the program. As the percentage of graduates increased, the percentage of students

FIGURE 4

MAINE WEST COOPERATIVE PROGRAM

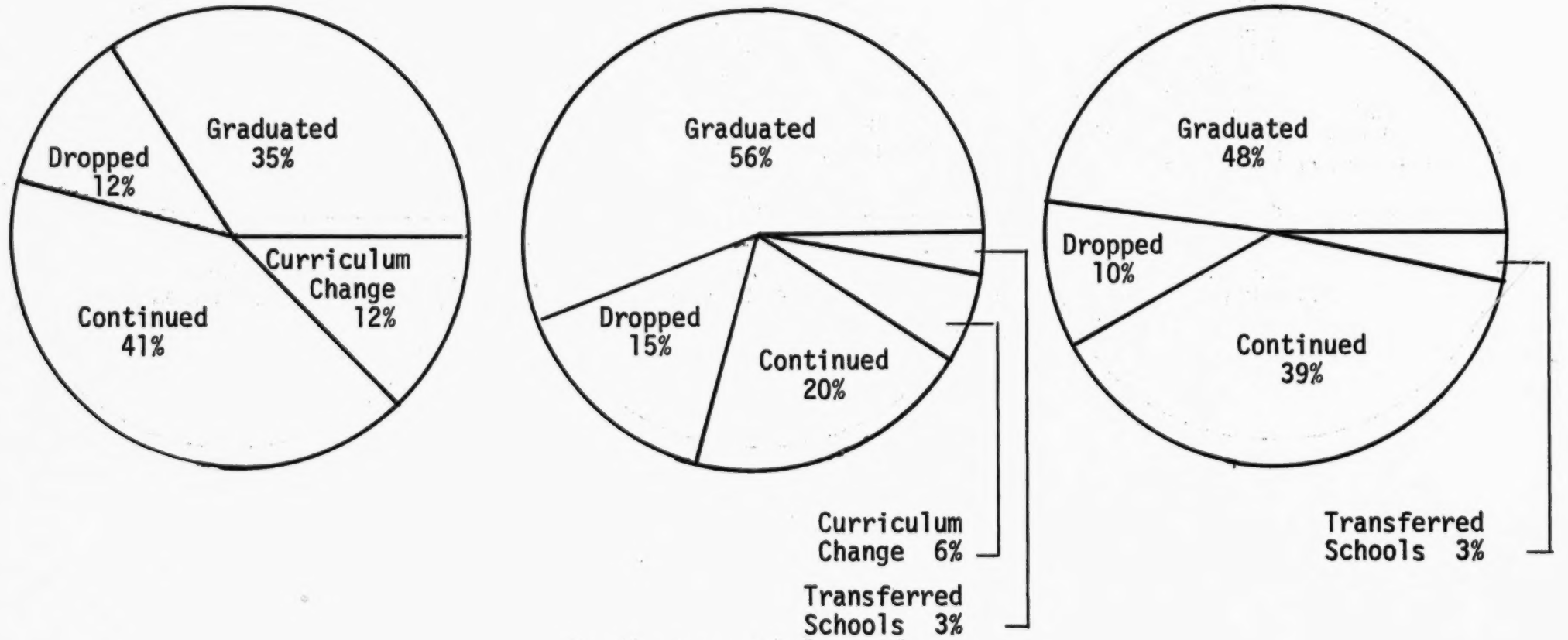
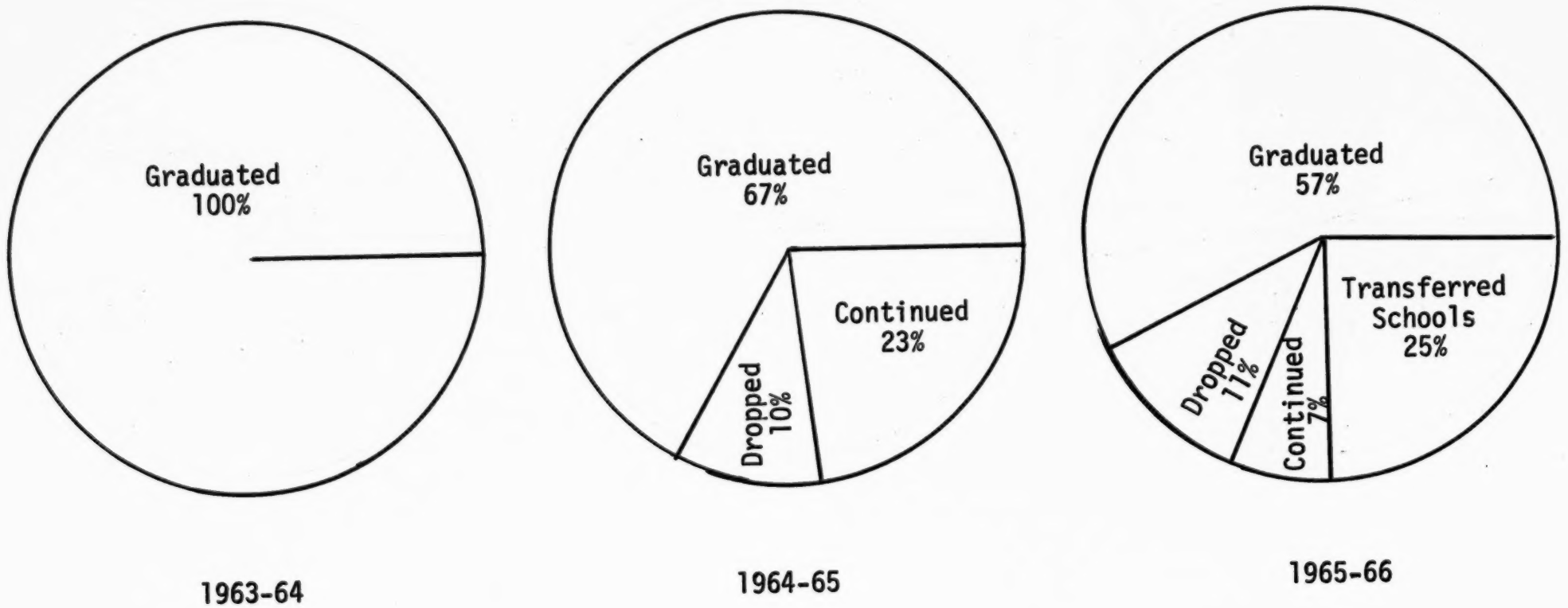


FIGURE 5

DRAKE COOPERATIVE PROGRAM

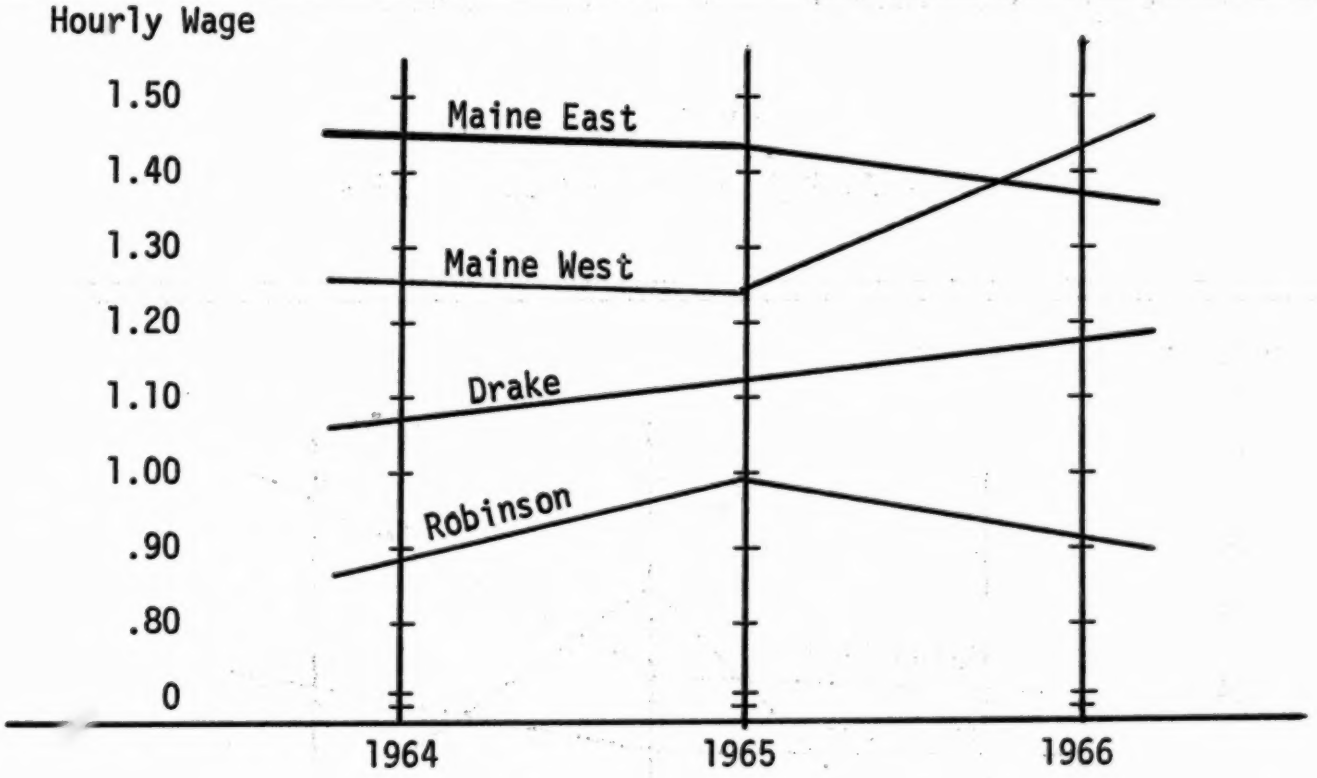


1963-64 1964-65 1965-66

that dropped from school and transferred to another curriculum remained fairly constant for the four-school total. (See Appendix A for exact enrollment totals and percentages.)

FIGURE 6

TRENDS IN STUDENT HOURLY WAGES

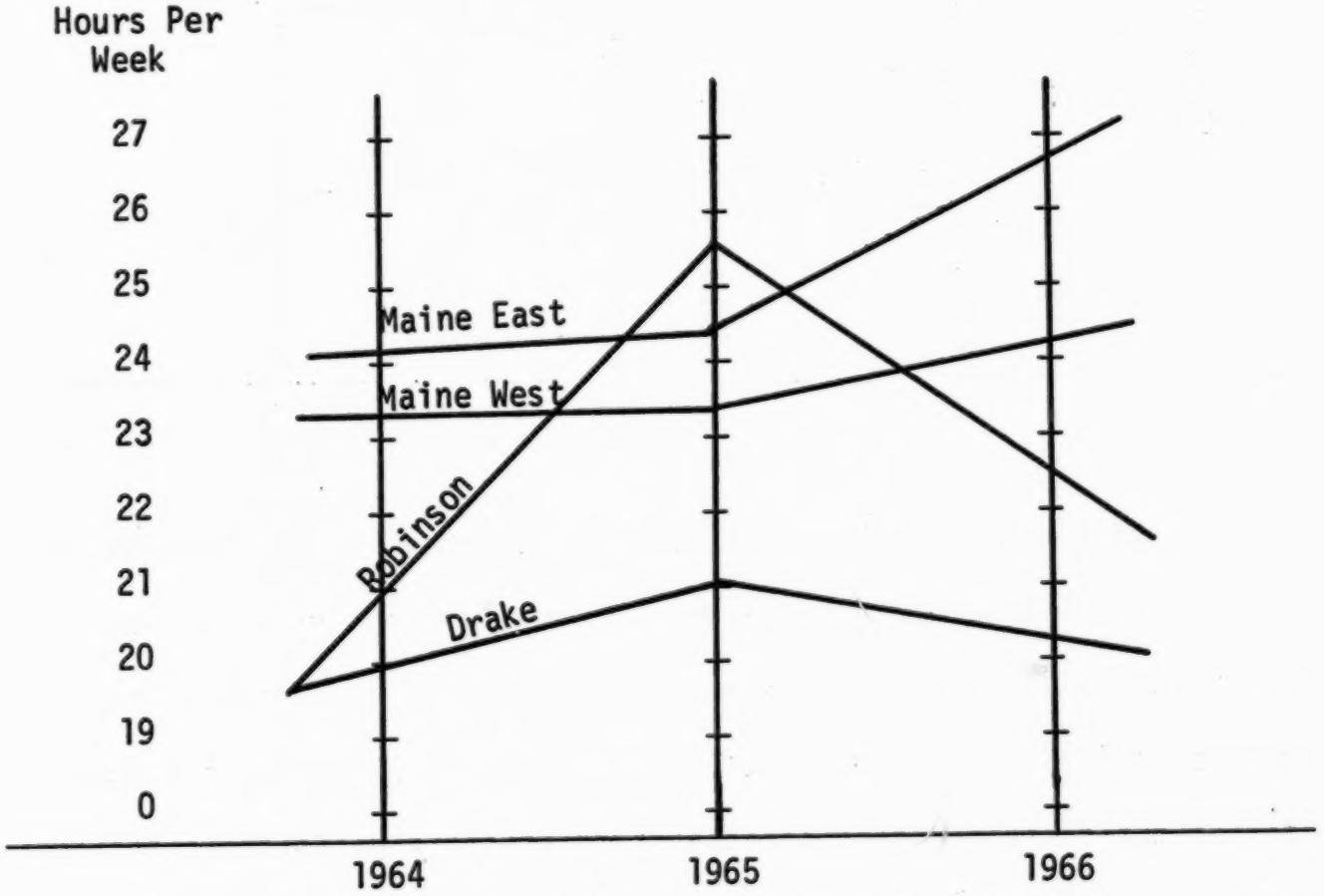


The kinds of occupations held by students in the Cooperative Supervised Job Training Program varied from the most unskilled and routine activity to rather responsible assistance in business and professional offices. The exact D.O.T. classification was not given nor was the classification possible from the data collected. See Appendix B for the list of occupations held by Cooperative Supervised Job Training Students.

Figure 6 gives a graphic representation of salary rates for students during the three scholastic years of the study. At Robinson, Illinois, the pay scale was lower than any of the others. This was partially controlled by the area of the State where the students were employed and where hourly students rates are generally low. Drake students were next higher on the scale. One factor working against Drake students was that students here had not completed grade school. This retardation made placement more difficult generally.

FIGURE 7

TRENDS IN AVERAGE HOURS WORKED PER WEEK

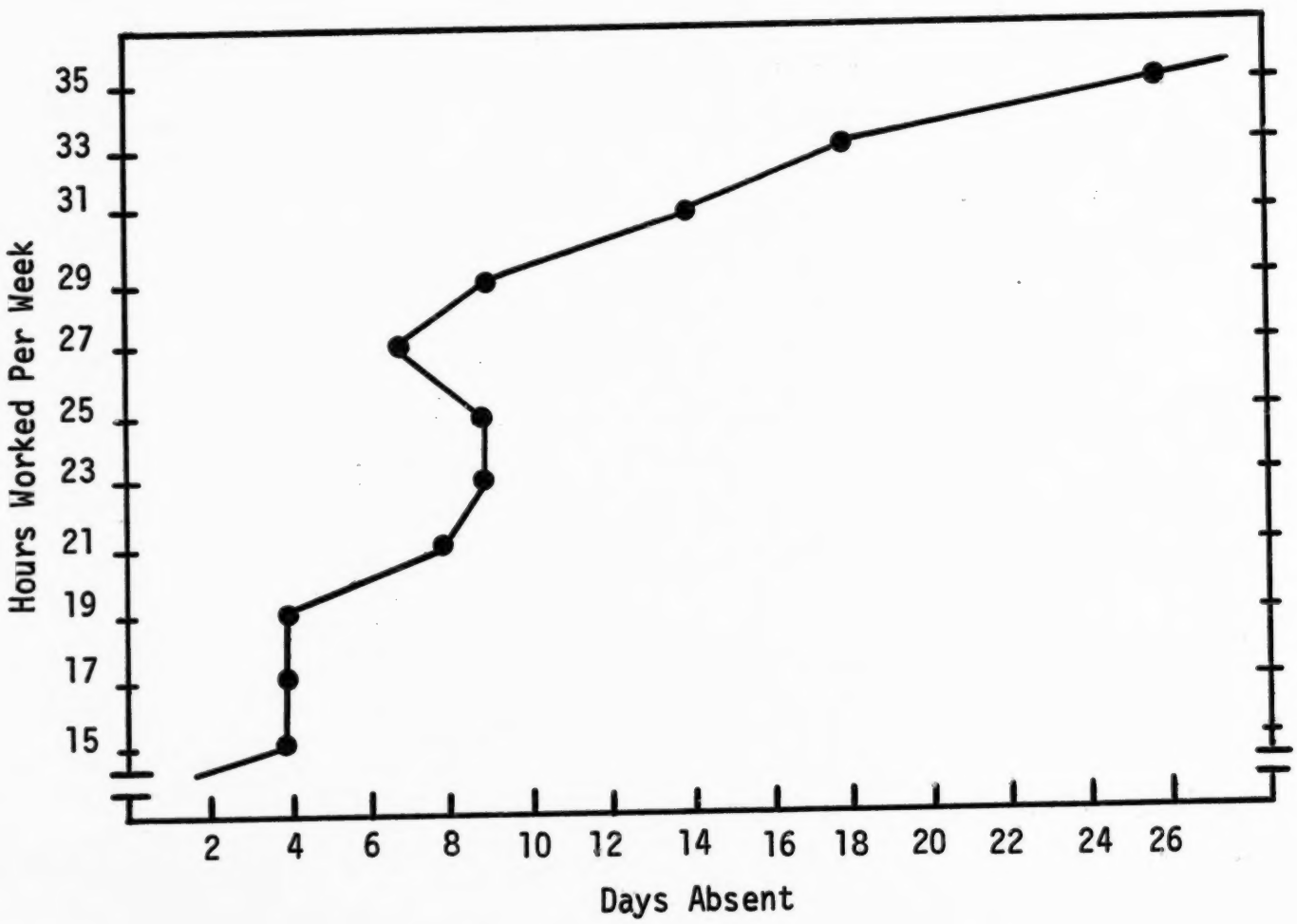


"Trends in Average Hours Worked Per Week" (Figure 7) does not show the extremes. It was found that some of the students worked as many as thirty-five hours per week. Hardly anyone participating in the program

worked less than fifteen hours per week unless it was during periods while he was not regularly employed or periods when he had not been placed. Maine East High School had the highest average hours per week, while Drake had the lowest. Robinson High School showed the greatest variance in average hours per week.

FIGURE 8

THE SIMILARITY BETWEEN HOURS WORKED PER WEEK
AND SCHOOL DAYS ABSENT



An interesting study was made of the correlation between actual hours worked per week and the actual days absent. Random samples of those who missed two days, four days, six days, etc., were analyzed by a scatter gram (see Figure 8). Following this a correlation study by the Pearson Product Moment formula was accomplished. The results show

a positive correlation of .919 between days absent and days worked. No doubt the days absent were detrimental to the formal school program, but to say how much is impossible. And if detrimental, was its total negative effect equal to, greater than, or less than the total positive effect of the knowledges and skills learned on the job by working extra hours? This cannot be resolved by the data collected. Regardless, it may be observed that the breaking point in Figure 8 is between 23 and 25 hours per week.

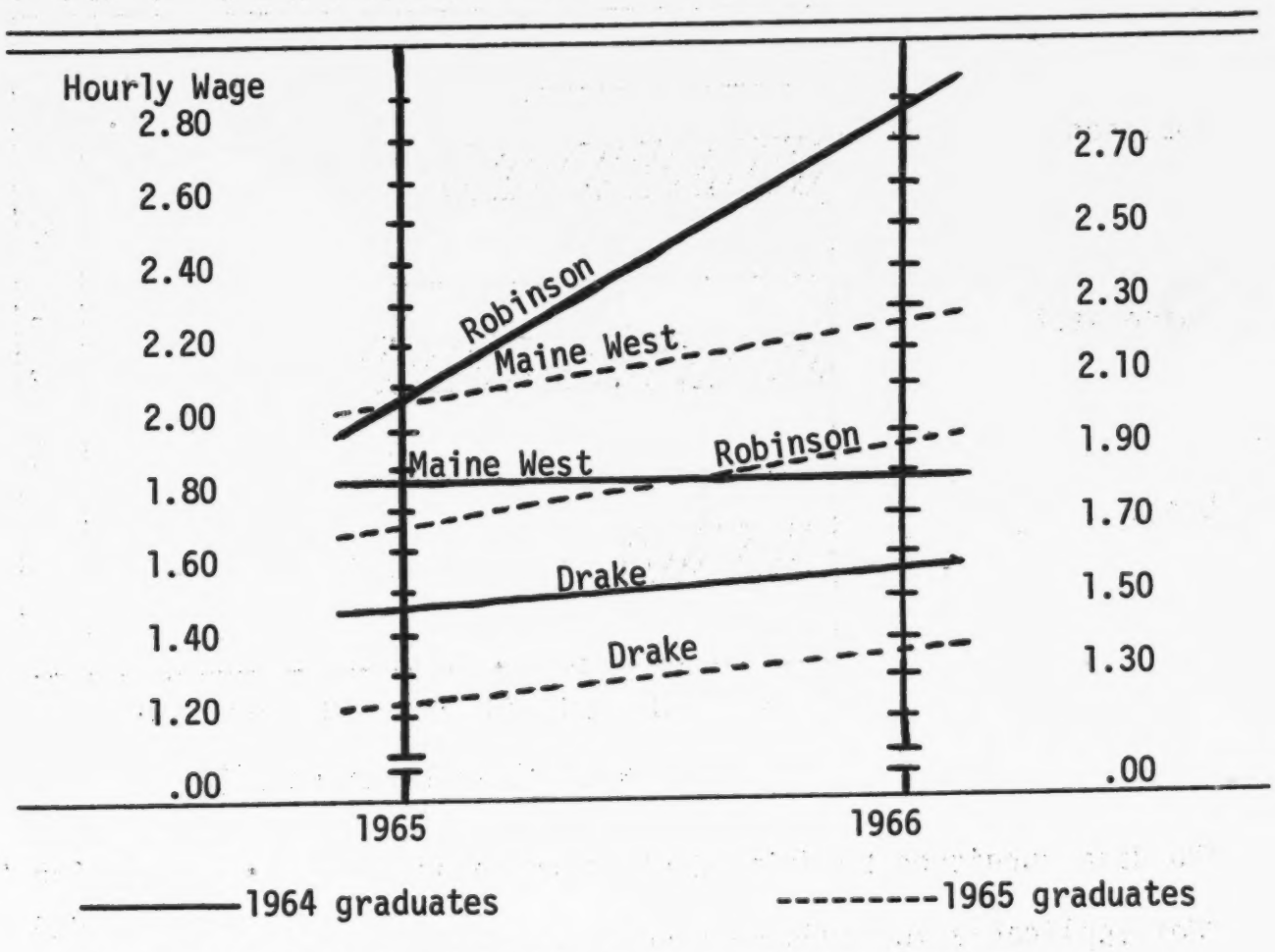
CHAPTER III

THE FOLLOW-UP STUDY

Salaries earned by former students of the Cooperative Supervised Job Training Program are of considerable value to this report. In every instance, the average graduate registered a considerably higher salary than he earned while in the program during the school-supervised program. All graduates seemed to earn higher salaries immediately after high school graduation, and all showed advanced salaries for the second year of employment. Robinson 1964 graduates' salaries topped the group.

FIGURE 9

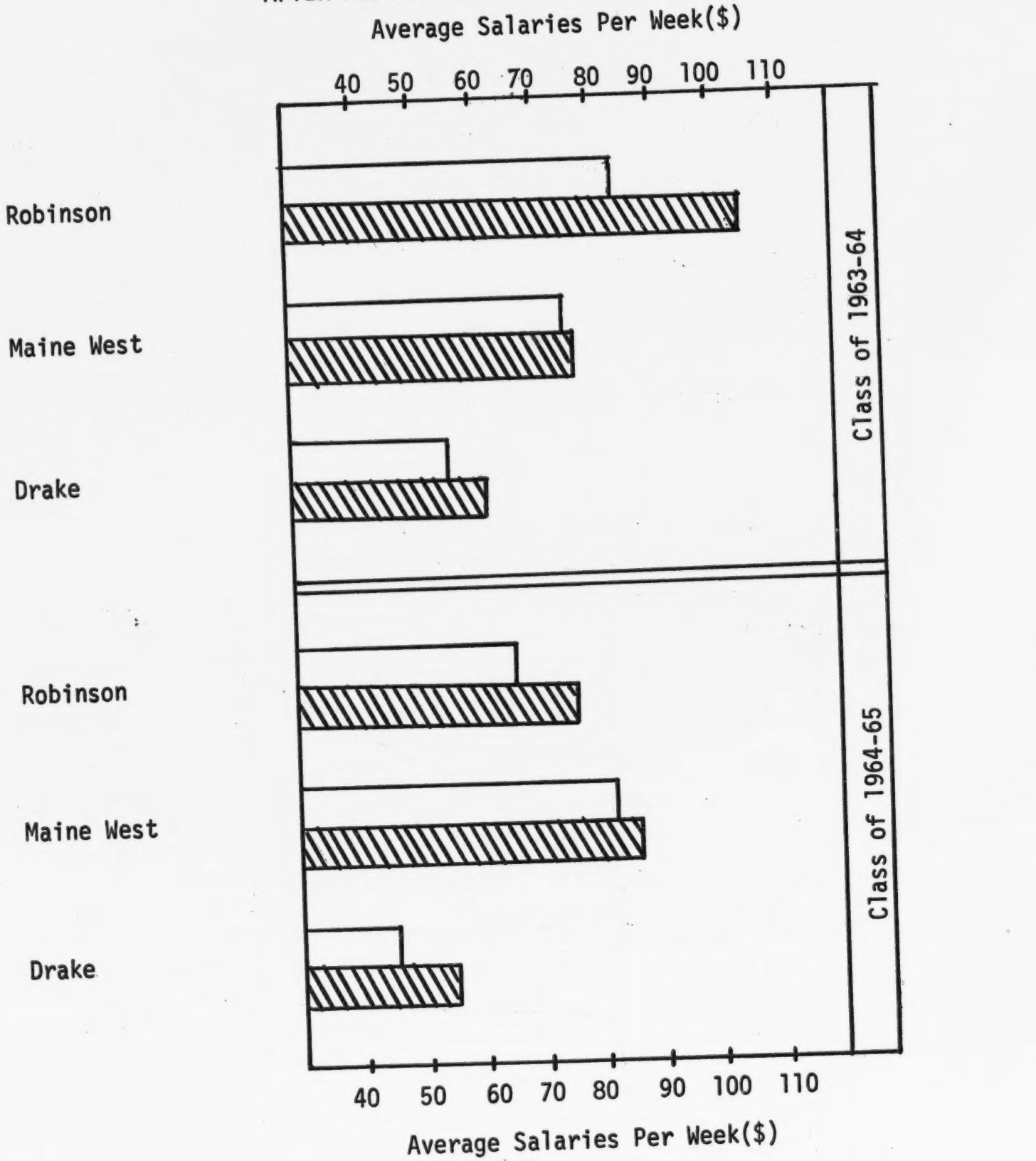
TRENDS IN AVERAGE HOURLY SALARIES FOR THE FIRST AND SECOND YEAR OF FOLLOW-UP



*No usable data furnished by Maine East Coordinator.

FIGURE 10

DOLLARS PER WEEK EARNED BY STUDENTS
AFTER PROGRAM TERMINATION



*No data furnished by Maine East Coordinator.

*Not applicable for 1965-66 students.

1965 Follow-Up
1966 Follow-Up

(See Figure 9) It will be recalled that Robinson student salaries were lowest (See Figure 6) among those reported as students.

Figure 10 presents the dollars per-week income of graduates from three schools. In every double bar on the graph it will be noted that the students received salary increases for the second year.

Figures 11, 12, and 13 show the distribution of employment job classifications of graduates from three schools. Unemployment was much higher among Drake graduates. One possible handicap of Drake graduates is that their graduation was from grade school, not high school. All of the other schools were high school level and the graduates from high schools generally had fared better in job placement.

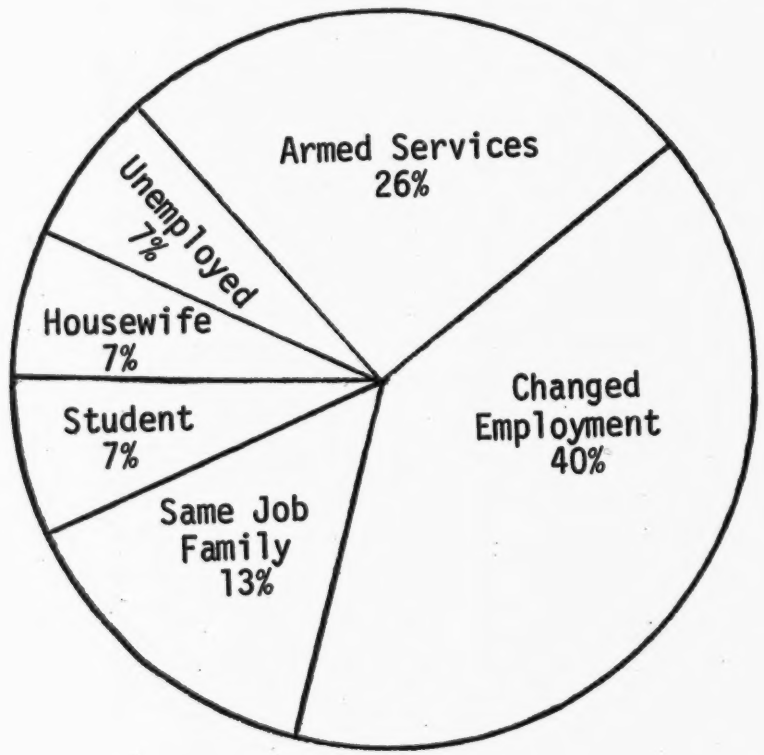
The Armed Services had taken a great number of the high school graduates, (See Figure 11 and 12) especially from Maine West High School. No records on this were received from Maine East, but it may be assumed that these two schools might have similar placements. There were no Drake graduates (grade school graduates) in the Armed Services.

Although the Cooperative Supervised Job Training Program was not viewed as a specific occupational preparedness program at the outset, a great many of the graduates did find employment in the same occupational families to which their training had been related.

With respect to the total number of occupied graduates and the total number of unemployed graduates, the ratio seems fairly satisfactory. This is especially true if one could assume that the "employed" includes those in the Armed Services, housewives, and students. Those in the Armed Service are surely employed and the Cooperative Supervised Job Training Program will have been of value to them while in the Services

FIGURE 11

EMPLOYMENT FOLLOW-UP OF ROBINSON STUDENTS



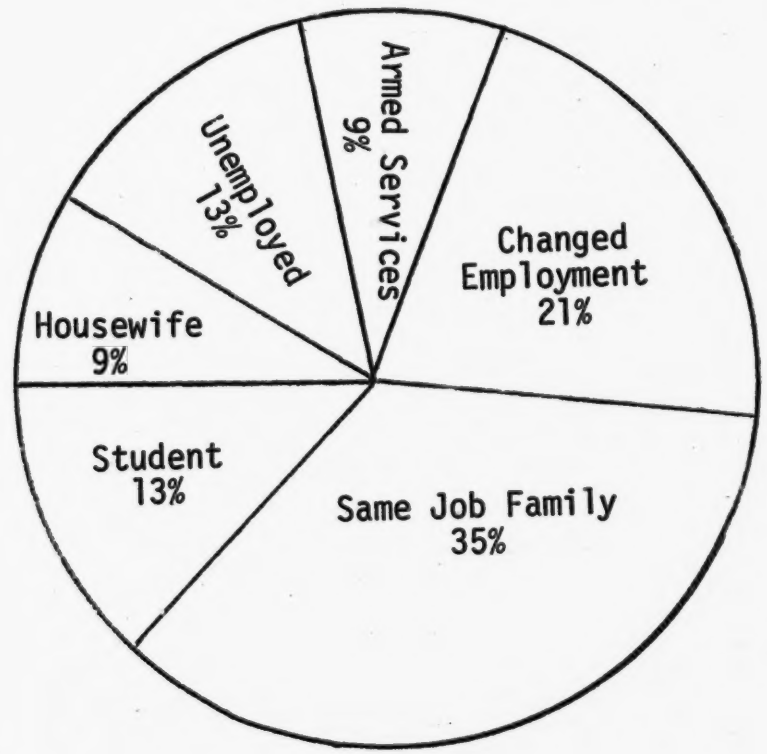
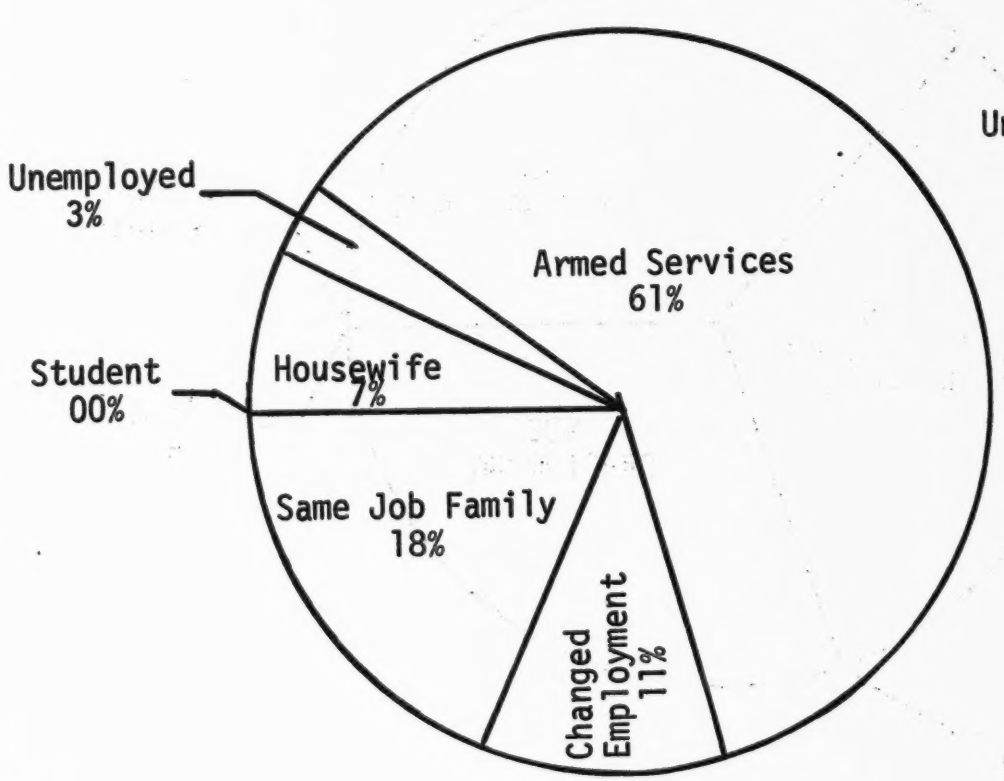
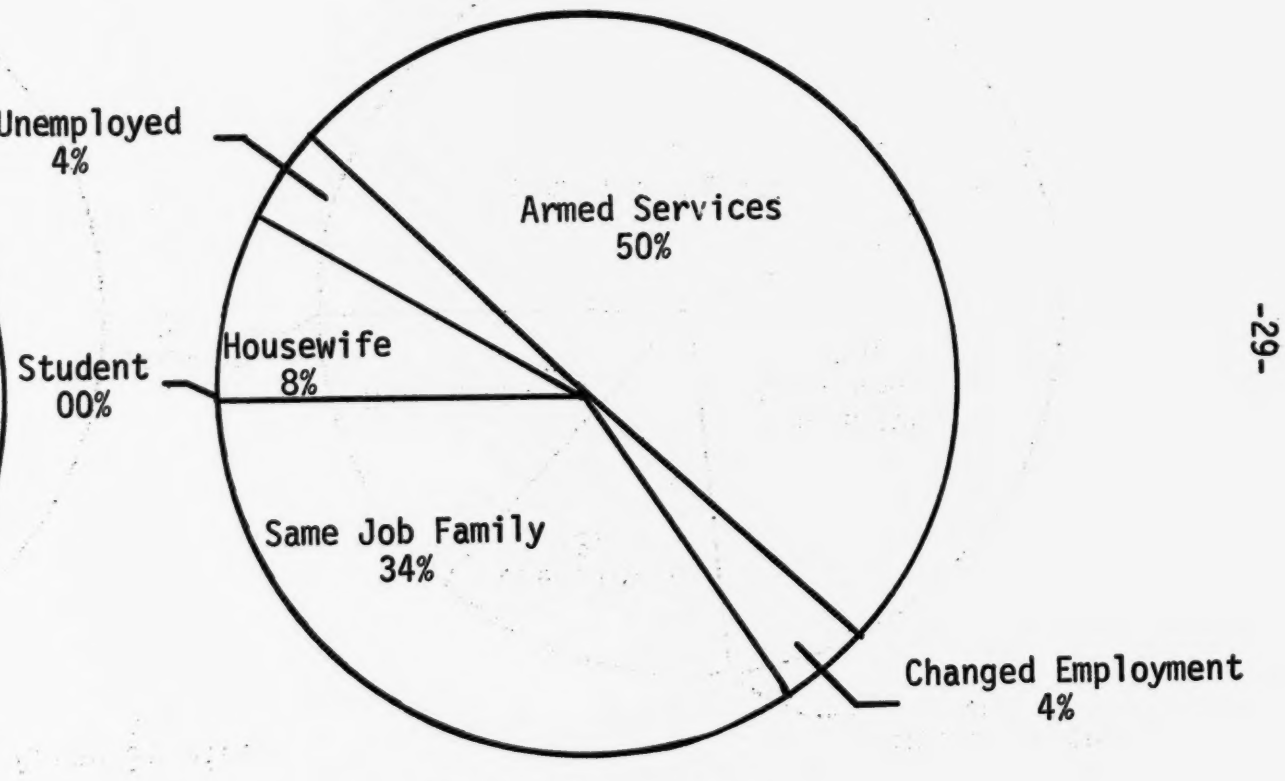


FIGURE 12

EMPLOYMENT FOLLOW-UP OF MAINE WEST STUDENTS



Class of 1963-64

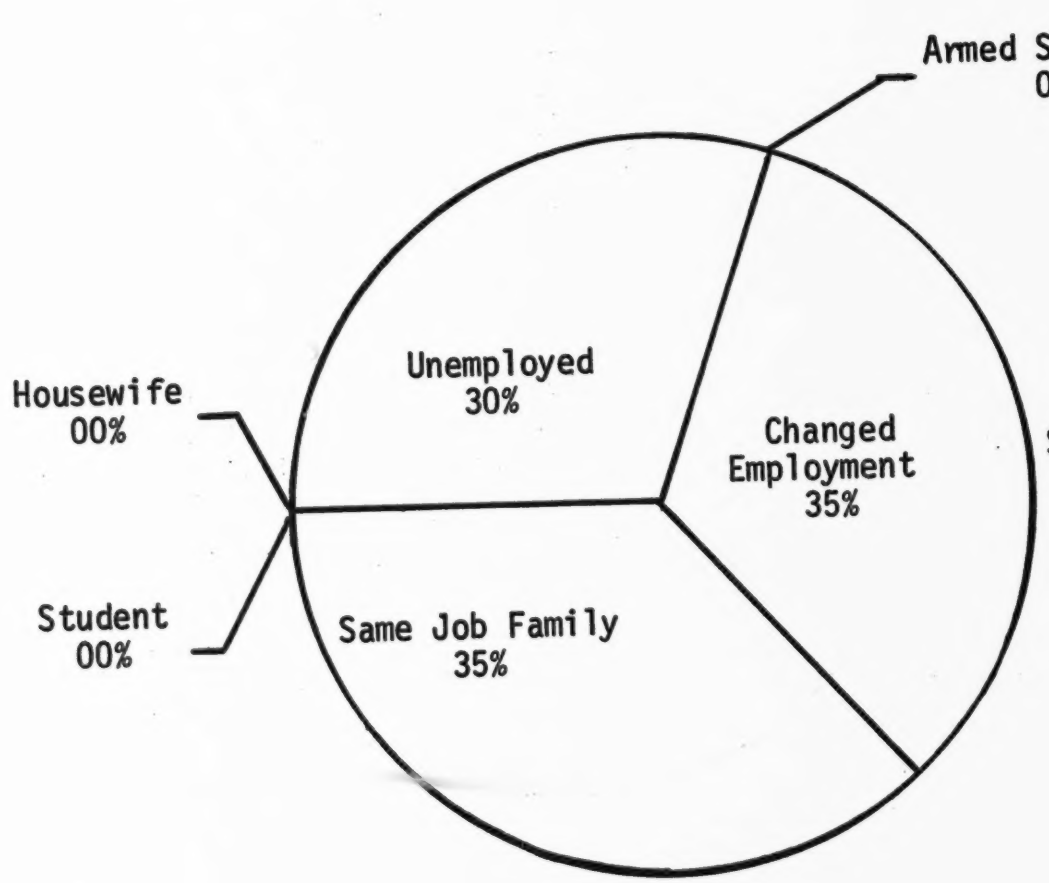


Class of 1964-65

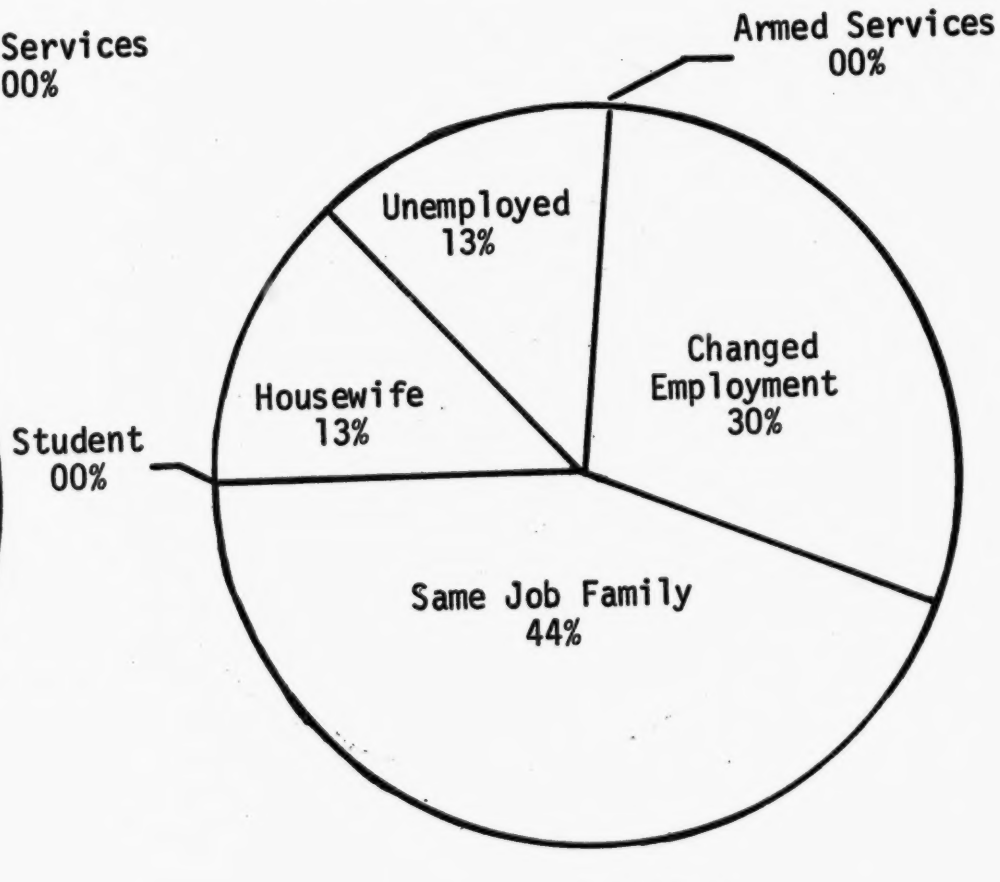
*Not applicable for class of 1965-66.

FIGURE 13

EMPLOYMENT FOLLOW-UP OF DRAKE STUDENTS



Class of 1963-64



Class of 1964-65

*Not applicable for Class of 1965-66.

as well as when they are discharged and return to civilian life. Housewives, as well as the students, may eventually make some use of the training. And, for the time being, they may be classified as employed.

Although the data was lacking, and consequently statistical tables were not prepared showing it, graduates seemed to have few occupational changes after accepting full-time employment. They seemed to avoid job "hopping."

Appendix B shows a list of occupations held by graduates while students in the Cooperative Supervised Job Training Program. Some of the occupations held by the same persons after graduation are listed below:

U.S. Navy
U.S. Army
Asst. Manager
Marines
Receptionist
File Clerk
Manager Trainee
Bodyman
Draftsman
Butcher
Mechanic
Postal Clerk
Display Trainee
Machine Repair
Auto Mechanic
Shipping Supervisor
Truck Mechanics
Truck Maintenance
Cook
Electrician Apprentice
Housewife
Printer Apprentice
Alterations
Bus Boy
Packer
Night School
Sheet Metal Apprenticeship
Pressman
Car Washing
Alteration Finisher
Printer Bondsman
Counter Girl
Sales Clerk
Porter
Assembler
Stock Boy
Wrapper
Kitchen Helper
Electrician's Helper
Factory Helper
Delivery Boy
Shute Operator
Partsman
Nursery Assistant
Machine Operator
Service Station Attendant
Tray Girl
Stock Clerk
College
Heavy Construction
Medical Technician
Service Technician
Meat Cutter
Laborer
Licensed Beautician
Nurses Aid

CHAPTER IV

GENERALIZATIONS

In order to give a better perspective of the three-year study, this chapter will deal with conclusions reached, recommendations offered and a general evaluation of the research itself.

Conclusions

Findings, generally, as recorded in the interim report and this final report give support to the premise that Cooperative Supervised Job Training:

1. Meets the needs of selected students.
   a. Students generally were pleased with the program.
   b. Students were learning skills which could be used in gainful employment after graduation.
   c. Students were learning at first hand the requisite knowledge necessary for successful on-the-job performance.
   d. To a degree, students were able to explore their occupational interests, aptitudes, and abilities.
   e. Students received and shared experience in social, economic, and occupational responsibilities.
   f. To a degree, students were able to relate school instruction and on-the-job problems - balance theory and practice.
   g. The program demanded that students become sensitized to occupational opportunities and choices.
   h. Students were made to accept the principle that good employee-employer relationships must be maintained.
   i. Transition from school to work and from one job to another were made easier by the articulation afforded by the cooperative feature of the program.

j. The principles of satisfactory occupational adjustment were understood better by graduates after having participated in the program.

k. Self-confidence was built up among students in the program.

l. Most probably a high percentage of the potential dropouts in the group were retained until graduation.

2. Meets the needs of the community.

a. It promotes better public relations.

b. Schools serve students better.

c. Schools serve the local businesses and administration better.

d. Students are assigned to serve in the local areas.

e. Local businesses and industries contribute to the school's curricular instructional materials, reinforcing the program of the school.

f. Additional local money was being spent in the community.

g. The youth of society become buyers and consummers of goods. This builds better citizens in that youth develops a feeling of responsibility.

h. Needy youth who require an income to continue their education are able to earn while continuing to learn.

Students in the program, although their salaries varied widely, seemed to be managing well on their incomes. A few students showed signs of overworking (hours per week). As the hours increased beyond twenty-five hours per week, absenteeism from school increased sharply. However, there were no objective data sufficient to prove that the extra hours and excess absenteeism deterred the successful completion of a scholastic year. In other words, it seems as if the student who worked extra hours and missed a considerable amount of school was about as successful generally as the average student. Coop students did not improve or lower their grade averages after entering the program.

A follow-up of graduates revealed that a large percentage had made a satisfactory transition from school to some other form of occupation. Where salaries were a concern it appears that the high school graduates were earning on a par with or above other competent workers with high school diplomas.

Graduates from Drake were from a deprived segment of society and had achieved only a graduation from the grade school. These two handicaps plus the retardation factor worked against the Drake student in job placement after graduation.

The Cooperative Supervised Job Training Program was developed in haste and as a result the recordkeeping forms were untried and somewhat superfluous in detail. A great deal of effort was required to keep, for each student, records on the six different data sheets. As a result, many recordkeeping forms failed to be executed. Hence, there were many loop holes in the data sent in for study.

Recommendations

1. Fewer forms should be used for keeping records on individual student cooperative students. A condensation of the six "information sheets" would eliminate five and create a new one. Information sheet #3 is sufficiently similar to Illinois Form T&I 25-2. So that the latter could be used (See Appendix C). A new form could replace all of the five others (See Forms 2 and 3 Appendices D and E). This could be printed on a card as illustrated.

2. Coordinators need more help, guidance, and motivation in keeping records.

3. Cooperative student records should be checked by someone at the state and/or local level several times during the scholastic year. Unkept forms should not go unnoticed or be brought up to date hastily at the end of a scholastic year.

4. Coordinators should be selected with care so that each student will get a fair break in exploring and selecting a work training station to fit his needs best.

5. Students' interests, aptitudes, and capacities should be studied before placement. There should be less fitting of "square pegs in round holes."

6. Students should be allowed some latitude in changing cooperative jobs, especially when the training stations are available and when the shift would not cause any difficulty or hardship. There should be limits established on the number of shifts allowed.

7. The related instructional program should have two definite facets: (a) To impart to the class general occupational information, and (b) to impart to individuals specific related technical information which is correlated to on-the-job experiences. Student records should show the individual technical information learned (See Appendix E).

8. Instructional materials should be selected for the grade level involved. For example, it is a serious mistake to use junior high school instructional books or work books at the 11th and 12th grade levels.

9. Teachers should be well informed about the program in each school. Negative attitudes would be avoided if this could be accomplished. Favorable publicity will not come from a faculty which is uninformed.

10. Some thought should be given to correlating classroom instruction in academic subjects with on-the-job training.

11. Home visits by the coordinator should never be replaced by telephone calls, even though telephone calls may be necessary in emergencies.

12. Advisory committees should be organized as an adjunct to the Cooperative Supervised Job Training Program.

13. The Dictionary of Occupational Titles should be consulted in classifying training station job titles.

14. The Cooperative Supervised Job Training Program should operate in closer cooperation with the school guidance program.

15. Some contacts should be established with the State Employment Service for locating training stations and in placement and follow-up.

16. Scheduling of classes and school activities should take into consideration the Cooperative Supervised Job Training Program.

17. The work load of the coordinator should not be such that his duties as a coordinator are hindered.

18. Follow-up records should accumulate in such form that periodic reports could be made by the schools. These accumulative records should be made complete and available to the State Board of Vocational Education and Rehabilitation for study and reporting.

Evaluation

All pilot programs are <u>pioneering</u> and <u>developmental</u> in nature. They are expected to raise problems which need an expeditious solution; develop hypotheses which should be tested; question assumptions which have been made; and answer many questions to which the answers have not been fully given before.

The Cooperative Supervised Job Training Program has pioneered in a new type of education "for gainful employment." It has demonstrated that a wide variety of occupational skills can be made available to meet the needs of special problem cases in our public schools.

In the "Interim" report a general overview was given of the programs in the four schools. This the final report is more statistical with respect to the three-year period covered by this study. The statistics are suffering because coordinators failed to furnish considerable pertinent data. The available data were presented in Tables 1, 2, 3, and 4. With these limitations, the final report was developed. By gleaming from the individual student record sheets an accumulation of data was recorded on large tabulation sheets.

Systematically, the data on family statistics was worked into tables. Students' progress after entering the program was studied and prepared in graphic form. Wages and hours were studied and presented.

The follow-up of graduates added another dimension. Here placements were studied along with wages and salaries. Dispersion graphs were prepared showing placements after graduation. Typical job placements were then listed by titles as used by the coordinators.

The "Interim" report plus this report seems to be a completion of the original assignment: "--an evaluation of the programs - - - by an independent third party- - -." Students' reactions have been presented, actual school records have been evaluated and the follow-up of graduates made. The conclusions and recommendations above give final evaluation and guidance.

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APPENDICES

APPENDIX A

STUDENT DISPERSION BY YEARS

ROBINSON COOPERATIVE PROGRAM

	1963-64		1964-65		1965-66	
	No.	%	No.	%	No.	%
Continuing	00	00	00	00	3	17
Graduated	12	80	20	87	12	66
Transferred	00	00	00	00	00	00
Dropped	3	20	3	13	3	17
Trans. to another Curriculum	00	00	00	00	00	00
Total	15	100	23	100	18	100

MAINE EAST COOPERATIVE PROGRAM

	1963-64		1964-65		1965-66	
	No.	%	No.	%	No.	%
Continuing	11	35	7	19	8	21
Graduated	8	26	16	43	17	45
Transferred	0	00	0	00	0	00
Dropped	7	23	8	22	8	21
Trans. to another Curriculum	5	16	6	16	5	13
Total	31	100	37	100	38	100

APPENDIX A (cont.)

MAINE WEST COOPERATIVE PROGRAM

	1963-64		1964-65		1965-66	
	No.	%	No.	%	No.	%
Continuing	14	41	7	20	12	39
Graduated	12	35	19	56	15	48
Transferred	0	00	1	03	1	03
Dropped	4	12	5	15	3	10
Trans. to another Curriculum	4	12	2	06	0	00
Total	34	100	34	100	31	100

DRAKE VOCATIONAL PROGRAM

	1963-64		1964-65		1965-66	
	No.	%	No.	%	No.	%
Continuing	0	00	9	23	2	7
Graduated	20	100	27	67	16	57
Transferred	0	00	0	00	7	25
Dropped	0	00	0	00	3	11
Trans. to another Curriculum	0	00	0	00	0	00
Total	20	100	40	100	28	100

TOTAL ENROLLMENTS
(All Schools)

	1963-64		1964-65		1965-66	
	No.	%	No.	%	No.	%
Continuing	25	25	23	17	25	22
Graduated	52	52	82	61	60	52
Transferred	0	00	1	01	8	07
Dropped	14	14	20	15	17	15
Trans. to another Curriculum	9	09	8	06	5	04
Total	100	100	134	100	115	100

APPENDIX B

OCCUPATIONS HELD BY COOPERATIVE SUPERVISED JOB TRAINING STUDENTS

1. Alterations helper
2. Appliance - service repairman
3. Apprenticeship - butcher
4. Auto body helper
5. Auto parts clerk helper
6. Auto station attendant
7. Bagger
8. Beauty operator helper
9. Bench machinist
10. Blue print machine operator
11. Building maintenance
12. Busboy
13. Caddy
14. Carpenter apprentice
15. Cashier
16. Child nursery attendent
17. Clerk (store)
18. Cook
19. Clothing alterations
20. Controller
21. Dietitian helper
22. Delivery boy
23. Dishwasher
24. Draftsmen
25. Electrician helper
26. Florist helper
27. Floral design helper
28. Gas fitter helper
29. Gas station attendant
30. Glazer helper
31. Grinding machine operator
32. Grocery bagger
33. Hand compositor (printing)
34. Hospital aide
35. Hostess
36. Ice cream helper
37. Janitor
38. Kennelman
39. Kitchen helper
40. Laboratory technician helper
41. Mailing clerk
42. Machine bender
43. Machine operator
44. Manager training program
45. Meat cutter
46. Mechanic
47. Mortician helper
48. Nurses aide
49. Packer
50. Nursery helper
51. Painter
52. Panel maker
53. Occupational therapy
54. Office worker
55. Plumber helper
56. Receptionist
57. Road maintenance
58. Sales
59. Seamstress
60. Shipping and receiving clerk
61. Short order cook
62. Sheet metal worker
63. Stockboy
64. Telephone operator
65. Stock clerk
66. Truck driver-light
67. Truck loader
68. Veterinarian Assistant
69. Waitress
70. Window display helper

Data Sheet #1

MONTHLY REPORT OF SUPERVISED JOB TRAINING COORDINATOR'S ACTIVITIES

NAME OF SCHOOL_____MONTH_____19____

Date	Code	Student's Name and Occupation	Comments Describing Activities and Accomplishments

COORDINATOR_____

CODE:
1. Coordination 2. Instructional Materials 3. Promotional 4. Public Relations 5. Guidance 6. Administrative Contacts 7. Advisory Committee Activities 8. Club Activities 9. Labor-Management 10. Home Visitations 11. Other

NOTE: This is a condensation of Form T&I 25-2, Illinois State Board of Vocational Education and Rehabilitation.

APPENDIX D

Data Sheet #2

_____Code Number
Grade____Date_____
Sex M F

_____Name

Add._____Ph._____

_____Adult Responsible

Add._____Ph._____

_____Birth Date

_____Date entered 1st grade

_____No. of older bro. & sis.
_____At home
_____No. of younger bro. & sis.
_____At home
_____Parents: Number living
_____Parents at home (B, one, none)
_____Live with: (B, M, or F)
_____--or other
_____(F)Parents occupation
_____(M)
_____(F)_____(M)Parents education
_____(F)_____(M)Parents age

7___8___9___Absenses 7th-9th gr.
10___11___12___Absenses 10th-12th gr.
_____No. of feeder schools att.
_____Retardation-years

Yes___No___Expect to finish H.S.
Yes___No___Going to college

Tent. Voc. Choice While a:
Fresh._____Soph._____
Junior_____Senior_____

Extracurricular Activities
_____Fresh.
_____Soph.
_____Junior
_____Senior

Vocational Education Record
_____1st Yr. Voc. Class
_____2nd Yr. Voc. Class
_____Cooperative Ed. Class One
_____Cooperative Ed. Class Two

Reason or reasons for leaving school

_____
_____
_____
_____
_____

_____1st sem.___G.P. Ave. 1st Column
_____2nd sem.___No. of marks in 2nd
_____3rd sem.___Column
_____4th sem.___
_____5th sem.___
_____6th sem.___
_____7th sem.___
_____8th sem.___

Subjects Failed

_____Fresh.
_____Soph.
_____Junior
_____Senior

Student's Courses

_____Fresh.
_____Soph.
_____Junior
_____Senior

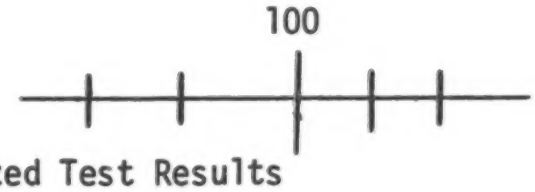
Student's Disciplinary Record

_____
_____
_____
_____
_____

Teacher Recommendations

_____
_____
_____
_____
_____

Cal. MM M-100 I=10



Standardized Test Results

Achievement_____Date___
Rank_____Norms___
Interest_____Date___
Rank_____Norms___
Aptitude_____Date___
Rank_____Norms___

APPENDIX E

ata Sheet #3

ppraisal of Attitude of Student
(Good-Fair-Poor)

	1st Year		2nd Year	
Coordinator's Appraisal	Beg.	End.	Beg.	End.
Social				
Educational				
Self Concept				
Employment				
Trainer's Appraisal				
Social				
Educational				
Self Concept				
Employment				
Counselor's Appraisal				
Social				
Educational				
Self Concept				
Employment				

Specific Technical Related Instruction

Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____

Second Year

Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____
Date____Topic_____

Student-Counselor Conference Notes

Date_____

Date_____

Date_____

Date_____

Date_____

Date_____

Date_____

Prior Work Experience

Firm_____Job_____
Rate Hr._____Wk._____Dates_____to_____
Approx. No. Hrs. per wk._____

Program Work Experience

Firm_____Job_____
Rate Hr._____Wk._____Dates_____to_____
Approx. No. Hrs. per wk._____
Firm_____Job_____
Rate Hr._____Wk._____Dates_____to_____
Approx. No. Hrs. per wk._____
Firm_____Job_____
Rate Hr._____Wk._____Dates_____to_____
Approx. No. Hrs. per wk._____

Placement and Follow Up Record

Firm_____Job_____
Rate Hr._____Wk._____Dates_____to_____
Approx. No. Hrs. per wk._____
Firm_____Job_____
Rate Hr._____Wk._____Dates_____to_____
Approx. No. Hrs. per wk._____